



SUE CLEVELAND ELEMENTARY

375 Woodmont School
Piedmont, SC 29673

Grades	K-5 Elementary School	
Enrollment	540 Students	
Principal	Virginia K. Chambers	864-355-4210
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

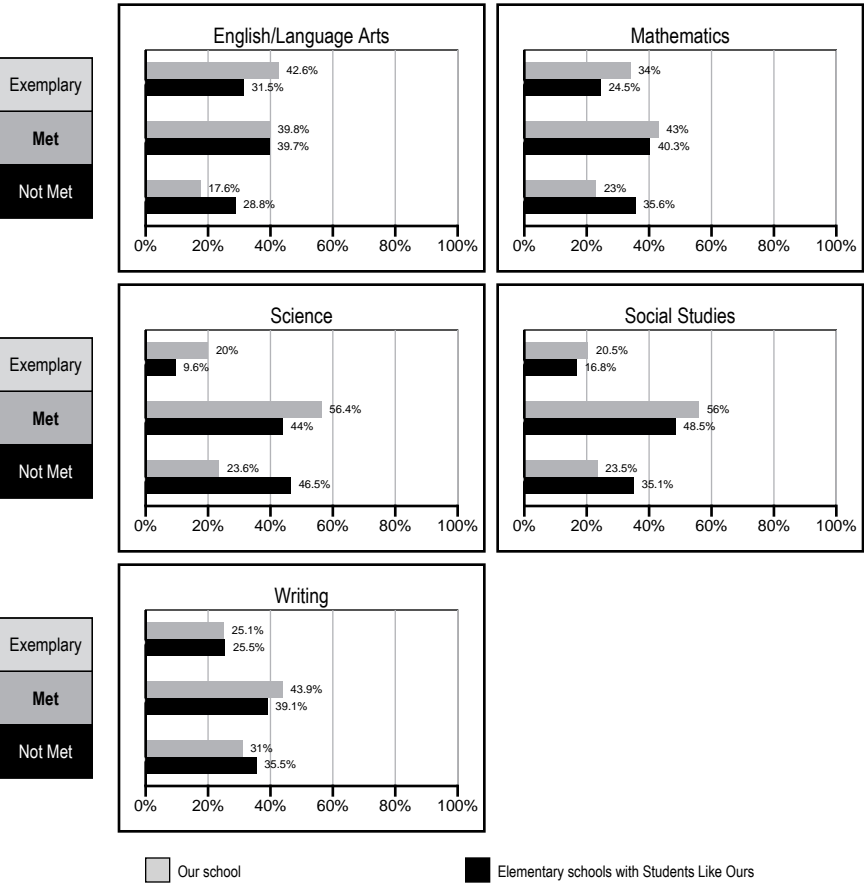
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	8	96	22	7

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=540)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 3.4%	1.7%	1.2%
Attendance rate	95.7%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	10.7%	Down from 13.0%	7.2%	11.7%
With disabilities other than speech	9.1%	Up from 8.7%	8.9%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	26.8%	Down from 29.5%	58.1%	60.5%
Continuing contract teachers	90.2%	Up from 81.8%	83.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 89.5%	85.2%	87.0%
Teacher attendance rate	97.2%	Up from 96.3%	95.1%	95.4%
Average teacher salary*	\$41,200	Up 1.7%	\$46,155	\$47,288
Professional development days/teacher	17.2 days	Up from 14.6 days	10.8 days	10.5 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 19.4 to 1	18.8 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 91.9%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,952	Up 2.3%	\$7,788	\$7,548
Percent of expenditures for instruction**	66.6%	Down from 67.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	63.0%	Down from 63.5%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2009-2010 school year has been exciting and successful. The focus continues to be implementing the "Malcolm Baldrige Model" for continuous improvement, becoming a data driven school, improving student achievement, and creating professional learning communities. Under the Baldrige Model, students develop academic and personal goals for each nine weeks using fall assessments. After goals are set, action plans are written under the guidance of an adult mentor: principal, counselor, teacher, or parent. The students track their progress in a data notebook. The initiative for our school was continued implementation of the Response to Intervention Model school wide. Teachers were trained to implement researched based reading intervention programs, (Soar, Early Success, Early Reading Intervention) to improve student achievement in reading at all grade levels. Teachers also implemented additional math intervention using Math Out of the Box. Programs operated five days a week. Students were monitored using 11 and 15 day probes. Teachers met with the leadership team to discuss student progress and to make decisions regarding next steps for students. Quarterly evaluations were completed by the collaborative teams to assure that all students were being challenged. Students attended the computer lab weekly to participate in a program entitled Compass Learning that addressed their needs from MAP Test results. Teachers continue to teach Essential Questions in science and social studies for the purpose of creating activities that are more aligned with state standards. Additional programs used as intervention for some students are SRA Number Worlds. Other opportunities were provided through Supplemental Educational Services for after school tutorial programs for all grades. For the second summer, SCE will provide rising 5K students a learning experience through First Steps. Summer programs for other students were cut due to budget decreases. This year the school featured a related arts showcase in the area of art, music, and physical education which involved many of our students. It was a huge success! The major barrier continues to be our transient student population. Our faculty and staff continue to create a positive and stable learning environment. The school's previous awards are the "Red Carpet Award" for a welcoming atmosphere and the "Exemplary Writing Award". The school also won the "Strong Communities and School Award" for continued service learning projects and community programs such as "Building Dreams" and "Chat with a Family Advocate". This year SCE won the Safe Kids Award for providing a safe environment for all students and their parents by providing training in school safety. We continue as a Title One School which provides additional instructional assistance to children in reading and math, reduced class size in grades two, three, and four, a reading teacher and part time math teacher. We continue to experience a sense of accomplishment because our students make continuous gains each year.

Virginia K. Chambers, Principal and Dorothy Tesnear, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	84	52
Percent satisfied with learning environment	97.3%	81.0%	80.8%
Percent satisfied with social and physical environment	97.3%	89.3%	90.4%
Percent satisfied with school-home relations	62.2%	86.9%	84.3%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	264	100	17.6	39.8	42.6	92.6	84.7	83.5	Yes	Yes
Gender										
Male	146	100	22.8	34.6	42.6	89.7	81.3	80.1	N/A	N/A
Female	118	100	11.1	46.3	42.6	96.3	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	148	100	15.2	33.3	51.4	94.2	90	89.6	Yes	Yes
African American	108	100	20.8	48.5	30.7	91.1	73.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	44	100	41.5	48.8	9.8	75.6	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	100	18.2	42.2	39.6	92.5	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	264	100	23	43	34	89.8	82	80.4	Yes	Yes
Gender										
Male	146	100	19.1	43.4	37.5	91.2	80.5	78.4	N/A	N/A
Female	118	100	27.8	42.6	29.6	88	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	148	100	16.7	44.2	39.1	94.2	87.7	87.8	Yes	Yes
African American	108	100	30.7	42.6	26.7	84.2	68.4	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	44	100	53.7	36.6	9.8	65.9	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	204	100	25.1	46	28.9	88.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	180	100	23.6	56.4	20	76.4	70.6	67.3
Gender								
Male	101	100	20.2	57.4	22.3	79.8	70.1	66.9
Female	79	100	28.2	54.9	16.9	71.8	71.1	67.7
Racial/Ethnic Group								
White	105	100	20.4	52	27.6	79.6	80.2	79.6
African American	69	100	29.7	60.9	9.4	70.3	50.4	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	29	100	51.9	44.4	3.7	48.1	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	136	100	24.2	56.5	19.4	75.8	57.1	55.4

Social Studies

All Students	179	99.4	23	56.4	20.6	77	73.2	70.9
Gender								
Male	95	100	23.9	50	26.1	76.1	72.8	70.1
Female	84	98.8	22.1	63.6	14.3	77.9	73.7	71.7
Racial/Ethnic Group								
White	92	98.9	17.6	58.8	23.5	82.4	79.8	79.2
African American	80	100	28	54.7	17.3	72	57.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	25	100	34.8	52.2	13	65.2	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69	68
Socio-Economic Status								
Subsidized meals	143	99.3	23.1	57.7	19.2	76.9	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	272	100	31	43.9	25.1	69	74	72.1	95.7	96.2
Gender										
Male	150	100	36.6	42.3	21.1	63.4	67.2	65.2	95.9	96.2
Female	122	100	23.9	46	30.1	76.1	81.1	79.2	95.5	96.3
Racial/Ethnic Group										
White	150	100	25.5	44	30.5	74.5	81.6	80.8	95.6	96.1
African American	116	100	38.9	44.4	16.7	61.1	58.6	59.7	95.9	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	95.8	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.1	64.6	95.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	98.1	94.8
Disability Status										
Disabled	49	100	66.7	31.1	2.2	33.3	29.5	27.7	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.9	63.7	95.5	97
Socio-Economic Status										
Subsidized meals	212	100	34	45.7	20.3	66	61.1	61.9	95.5	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	99	100	14	37.6	48.4	86
	4	93	100	21.2	51.8	27.1	78.8
	5	74	100	10.4	50.7	38.8	89.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	87	100	12.2	30.5	57.3	87.8
	4	95	100	16.1	41.4	42.5	83.9
	5	82	100	25.3	48	26.7	74.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	99	100	31.2	29	39.8	68.8
	4	93	100	28.2	49.4	22.4	71.8
	5	74	100	22.4	47.8	29.9	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	87	100	18.3	30.5	51.2	81.7
	4	95	100	20.7	48.3	31	79.3
	5	82	100	30.7	50.7	18.7	69.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	20	46.7	33.3	80
	4	93	100	21.2	62.4	16.5	78.8
	5	37	100	30.3	39.4	30.3	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	100	17.9	30.8	51.3	82.1
	4	95	100	23	65.5	11.5	77
	5	42	100	30.8	61.5	7.7	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	100	8.5	46.8	44.7	91.5
	4	93	100	15.3	60	24.7	84.7
	5	37	100	11.8	58.8	29.4	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	44	97.7	19	50	31	81
	4	95	100	19.5	63.2	17.2	80.5
	5	40	100	36.1	47.2	16.7	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	101	100	25.3	27.4	47.4	74.7
	4	94	100	42.7	38.2	19.1	57.3
	5	75	100	19.1	33.8	47.1	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	92	100	27.6	40.2	32.2	72.4
	4	97	100	30.8	49.5	19.8	69.2
	5	83	100	35.1	41.6	23.4	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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